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ABSTRACT

This guide describes ERIC (the Educational Resources Information Center) as a system of 16 clearinghouses and 5 support units providing many types of information services related to education, and also describes ERIC as a bibliographic database where descriptions of education-related documents and articles are maintained. It explains how to get started using ERIC; how to use a computer to access the ERIC database; and how to obtain articles or documents identified through searches of the ERIC system. The guide also reports how to access the ERIC clearinghouse that specifically focuses on information about disabilities (the Clearinghouse on Disabilities and Gifted Education) and describes its products and services. The guide displays a sample ERIC document resume; presents names, addresses, telephone and fax numbers, and scope notes for each of the 16 ERIC clearinghouses; and lists two suggested readings. (JDD)

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ERIC
ED 380 939
EC 303 713

Revised Edition, January 1995

A PARENT'S GUIDE

Accessing the ERIC Resource Collection

What is ERIC?

ERIC, *The Educational Resources Information Center*, is a system comprised of 16 clearinghouses and 5 support units. The clearinghouses gather, select, abstract, and index articles and documents on a wide range of educational topics. Documents include pamphlets, booklets, program reports, instructional materials, and conference papers. The articles come from more than 1,000 different journals and magazines.

ERIC also refers to the bibliographic database where descriptions of these articles and documents — more than 850,000 of them — are maintained. The documents and articles are also abstracted and indexed in two monthly publications — *Resources in Education (RIE)* for documents, and the *Current Index to Journals in Education (CIJE)* for journal articles. Most libraries have the RIE and CIJE.

Why use the ERIC system?

You can turn to the ERIC database for almost any question you might have about the education of your child. This observation is especially true if your child has a disability. It is difficult to be a well-informed parent, but it is certainly much easier when you know how to use such valuable information resources as those available through ERIC. ERIC is a rich source of information, and more and more families are learning to use the collection. They have found that learning to use the ERIC system is certainly worth the effort.

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Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
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How do I get started using ERIC?

Go to your local library or to a nearby university library and talk to the reference librarian. You can request a short lesson on how to use ERIC, including how to use RIE and CIJE to identify articles and documents of interest to you. A sample abstract for a document in the RIE, with a full explanation of how to read it, is presented on page 4 of this guide. (If your library does not have RIE or CIJE, ask the librarian where these can be found in your area.) Also available is the *Thesaurus of ERIC Descriptors* that lists the subject headings used in cataloging articles and documents.

Another valuable resource for learning about ERIC is the ERIC support unit, *ACCESS ERIC*, which helps new clients use ERIC resources. The staff can help orient you to the system, answer your questions about ERIC services, refer you to sources of specific information, and provide publications produced by the system on a variety of topics. ACCESS ERIC also maintains a number of database files available on-line to the public. Call ACCESS ERIC toll-free at 800/LET-ERIC (800/538-3742).

Can I use a computer to access the ERIC database?

Yes. In fact, one of the most important features of the ERIC database is that it is computerized. This means that the descriptions of ERIC documents and articles are available not only in print form (RIE and CIJE), but also in an

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electronic database that can be searched from anywhere in the United States using a personal computer (PC) equipped with a modem. Most libraries offer computer searches of the ERIC database, but anyone who has access to a PC and modem can search the ERIC database with a minimal amount of training.

The ERIC database is also available on compact disc. Searching the ERIC database on CD-ROM is an excellent way to become familiar with both the content of the ERIC database and the art of computer searching. Most libraries now have personal computers equipped to handle compact discs, and many libraries will help you learn to use this technology yourself, so that you can become your own information provider. Searching ERIC on CD-ROM may be an excellent resource for parent and/or disability organizations, allowing users to find what they want and print it out right away.

And, if you have a personal computer, a modem, and access to the Internet electronic network, you can take advantage of the AskERIC service. AskERIC is an electronic question-answering service for parents, teachers, students, or anyone with a question on education. AskERIC information specialists and staff of the ERIC Clearinghouses respond to these queries within 48 working hours.

To use the AskERIC service, simply send your e-mail inquiry (via the Internet) to: askeric@ericir.syr.edu

Some commercial network services now offer electronic access to ERIC information. For example, if you currently subscribe to an electronic service such as America Online or CompuServe, you can access ERIC. If you are not sure how to reach ERIC electronically, or if you are not sure your service connects to ERIC, call ACCESS ERIC, toll-free, at 1-800-LET-ERIC (1-800-538-3742).

How do I obtain articles or documents I've identified through ERIC?

A unique feature of the ERIC system is that, once you have identified a document you would like to read in full, you can usually find it in the ERIC microfiche collection. Unlike most bibliographic databases, ERIC provides microfiche copies of the documents you found abstracted and indexed in *Resources in Education*. This means you can go to many major libraries and most university libraries and find the document on microfiche, read it on a microfiche reader, and even copy it and take it home, if you like.

If your library does not have the ERIC microfiche collection, you can still use ERIC. Copies of ERIC documents—pamphlets, program reports, instructional materials, and conference papers — can be ordered directly from the *ERIC Document Reproduction Service* (EDRS). The toll-free EDRS ordering number is 1-800-443-3742. EDRS can give you price information for paper copies and for microfiche. Postage is additional in both cases. You will need to use a microfiche reader to read microfiche products, but your local library should have such a reader. If it does not, or if you prefer to read a paper copy, you can always request that EDRS send you the paper version of the article or document of interest.

I'm looking for information about disabilities. Does it matter which ERIC clearinghouse I contact?

While each of the 16 ERIC clearinghouses will try to answer your questions, the *ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC)* is the clearinghouse to call or write when you have an education question about children with disabilities. Located in Reston, Virginia, this clearinghouse is

operated by The Council for Exceptional Children, a non-profit professional organization with a membership of over 50,000 educators and policy makers concerned about the future of special education.

Among the products and services provided by the ERIC/EC are: references and referrals; *ERIC Digests* (brief syntheses of topical information on a well-researched topic); information packages on current topics; mini searches (limited to 10 citations); computer search reprints (prepackaged computer searches on important special education topics); and reports that synthesize and analyze special education research and practice.

To contact ERIC /EC, call 1-800-328-0272, or write: ERIC Clearinghouse on Disabilities and Gifted Education, 1920 Association Drive, Reston, Virginia 22091.

What do the other clearinghouses do?

Each of the clearinghouses has its own subject area(s) of specialization and is responsible for gathering, selecting, and abstracting the articles and documents in that subject area to be added to the ERIC database. Staff at the clearinghouses can also answer questions about the ERIC system from anyone who calls, writes, or visits them. If you would like to visit one of the clearinghouses, it is best to call in advance to make an appointment.

To help you pursue using the ERIC system, we have listed, beginning on page 5, the names, addresses, and telephone numbers of the 16 clearinghouses, along with a brief description of each clearinghouse's area(s) of emphasis.

We hope that you will take advantage of the rich resource of ERIC. It can be a powerful tool for gathering information about the education of your child and other related matters. For more information about any topic discussed in this guide, including how to order copies of documents from EDRS, contact ACCESS ERIC or any of the ERIC clearinghouses.

While each of the 16 ERIC clearinghouses will try to answer your questions, the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) is the clearinghouse to call or write when you have an education question about children with disabilities.

READINGS

Smarte, L. (1994). *All about ERIC.* Washington, DC: Central ERIC. (This 38-page book is available from ACCESS ERIC at the address listed on page 7.)

Smarte, L., & McLane, K. (1994). *How to find answers to your special education questions* (2nd ed.). Reston, VA: ERIC/EC. (This 70-page book is available for $10 from the ERIC Clearinghouse on Disabilities and Gifted Education, at the address listed on page 5. Ask for Publication #R637R.)

NICHCY thanks the following people for their contributions to the original edition of this *Parent's Guide*:
Craig B. Howley, ERIC/CRESS
Judy Conrad, ERIC/HE

For her care in revising the *Parent's Guide* and for making possible this newest edition, NICHCY especially thanks:
Bernadette Knoblauch, ERIC/EC

Sample ERIC Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

ED359626 **EA025062** ← **Clearinghouse Accession Number**

Author(s) → *Fuhrman,-Susan-H.,-Ed.*

Title → **Designing Coherent Education Policy: Improving the System.**

Institution. (Organization where document orginated.) → Corporate Source—Consortium for Policy Research in Education, New Brunswick, NJ.

Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC. ← **Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

Contract or Grant Number → Contract Nos.—R117G10007; R117G10039

Date Published → Pub Date—1993

ISBN (International Standard Book Number) → ISBN-1-55542-536-4

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104. ← **Alternate source for obtaining document.**

Note—370 p. ← **Descriptive Note** (pagination first).

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When describes as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change. For latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of *Resources in Education*, or call EDRS at 1-800-443-3742 for price information. → **EDRS Price—MF01/PC15 Plus Postage.**

Pub Type—Books (010)—Collected Works-General (020)—Guides-Non-Classroom (055) ← **Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Descriptors—Educational Change; Elementary Secondary Education; Governance; Politics of Education; Standards; *Educational Objectives; *Educational Policy; *Instructional Improvement; *Policy Formation; *Public Education ← **Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.

Abstract

This book examines issues in designing coherent education policy for public elementary and secondary schools. It seeks to expand the policy discussion by refining the definition of coherence and considering a number of complex questions raised by the notion of coherent policy. The book offers an indepth look at systemic school reform and offers a variety of ideas as to how educators at the district, state, and federal levels may coordinate the various elements of policy infrastructure around a new set of ambitious, common goals for student achievement. Chapters include the following: (1) "The Politics of Coherence" (Susan H. Fuhrman); (2) "Policy and Practice: The Relations between Governance and Instruction" (David K. Cohen and James P. Spillane); (3) "The Role of Local School Districts in Instructional Improvement" (Richard F. Elmore); (4) "Systemic Educational Policy: A Conceptual Framework" (William H. Clune); (5) "Student Incentives and Academic Standards: Independent Schools as a Coherent System" (Arthur G. Powell); (6) "New Directions for Early Childhood Care and Education Policy" (W. Steven Barnett); (7) "How the World of Students and Teachers Challenges Policy Coherence" (Milbrey W. McLaughlin and Joan E. Talbert); (8) "Systemic Reform and Educational Opportunity" (Jennifer A. O'Day and Marshall S. Smith); and (9) "Conclusion: Can Policy Lead the Way?" (Susan H. Fuhrman). References accompany each chapter. (LMI) ← **Abstractor's initials**

Note: The format of an ERIC Document resume will vary according to the source from which the database is accessed. The above format is from the printed index, *Resources in Education*.

BEST COPY AVAILABLE

ERIC Clearinghouses
(and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
Telephone: (800) 848-4815; (614) 292-4353
Fax: (614) 292-1260
Internet: ericacve@magnus.acs.ohio-state.edu

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading. Career education, including career awareness, career decisionmaking, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the student with disabilities.

Assessment and Evaluation
The Catholic University of America
209 O'Boyle Hall
Washington, DC 20064
Telephone: (800) 464-3742; (202) 319-5120
Fax: (202) 319-6692
Internet: eric_ae@cua.edu

Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

Community Colleges
University of California at Los Angeles (UCLA)
3051 Moore Hall
Los Angeles, CA 90024-1521
Telephone: (800) 832-8256; (310) 825-3931
Fax: (310) 206-8095
Internet: eeh3usc@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

Counseling and Student Services
ERIC/CASS, School of Education, Curry Bldg.
University of North Carolina at Greensboro
Greensboro, NC 27412-5001
Telephone: (800) 414-9769; (910) 334-4114
Fax: (910) 334-4116
Internet: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counseling at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Telephone: (800) 328-0272; (703) 264-9474
Fax: (703) 264-9494
Internet: ericec@inet.ed.gov

All aspects of the education and development for disabilities and giftedness across all age levels, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Telephone: (800) 438-8841; (503) 346-5043
Fax: (503) 346-2334
Internet: ppiele@oregon.uoregon.edu

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

Elementary and Early Childhood Education
University of Illinois, College of Education
805 W. Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: (800) 583-4135; (217) 333-1386
Fax: (217) 333-3767
Internet: ericeece@ux1.cso.uiuc.edu

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for this educational level; educational programs and community services for children; and theoretical and philosophical issues pertaining to children's development and education.

Higher Education
The George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: (800) 773-3742; (202) 296-2597
Fax: (202) 296-8379
Internet: eriche@inet.ed.gov

Topics relating to college and university conditions, problems, programs, and students. Curricular and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, collegiate computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industy educational programs leading to a degree.

Information and Technology
Syracuse University
4-194 Center for Science & Technology
Syracuse, NY 13244-4100
Telephone: (800) 464-9107; (315) 443-3640
Fax: (315) 443-5448
Internet: eric@ericir.syr.edu

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, DC 20037-0037
Telephone: (800) 276-9834; (202) 429-9292
Fax: (202) 659-5641
Internet: eric@cal.org

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchange; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

Reading, English, and Communication
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698
Telephone: (800) 759-4723; (812) 855-5847
Fax: (812) 855-4220
Internet: ericcs@ucs.indiana.edu

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory,

speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation for reading teachers and specialists.

Rural Education and Small Schools
Appalachia University
1031 Quarrier Street, P.O. Box 1348
Charleston, WV 25325-1348
Telephone: (800) 624-9120; (304) 347-0400
Fax: (304) 347-0487
Internet: u56e1@wvnvm.wvvnet.edu

Economic, cultural, social, or other factors related to educational programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

Science, Mathematics, & Environmental Education
Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
Telephone: (800) 276-0462; (614) 292-6717
Fax: (614) 292-0263
Internet: ericse@osu.edu

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

Social Studies/Social Science Education
Indiana University, Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Telephone: (800) 266-3815; (812) 855-3838
Fax: (812) 855-0455
Internet: ericso@ucs.indiana.edu

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, political science); education as a social science; comparative education (K-12); content and curriculum materials on "social" topics such as law-related education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.

Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
Telephone: (800) 822-9229; (202) 293-2450
Fax: (202) 457-8095
Internet: ericsp@inet.ed.gov

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, NY 10027-9998
Telephone: (800) 601-4868; (212) 678-3433
Fax: (212) 678-4048
Internet: eric-cue@columbia.edu

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings (local, national, and international); the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

Support Components

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, MD 20850-4305
Telephone: (800) 538-3742; (301) 251-5264
Fax: (301) 251-5767
Internet: acceric@inet.edu.gov

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7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Telephone: (800) 443-3742; (703) 440-1400
Fax: (703) 440-1408
Internet: edrs@gwuvm.gwu.edu

ERIC Processing & Reference Facility
1301 Piccard Drive, Suite 300
Rockville, MD 20850-4305
Telephone: (800) 799-3742; (301) 258-5500
Fax: (301) 948-3695
Internet: ericfac @inet.ed.gov

A Parent's Guide is published once a year; single copies are provided free of charge. In addition, NICHCY disseminates other materials and can respond to individual requests for information. All services and publications are free. For further information and assistance, or to receive a NICHCY *Publications List*, contact NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (Voice/TT) and (202) 884-8200 (Voice/TT).

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Project Director ..... Suzanne Ripley
Editor ..... Lisa Küpper

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NICHCY

AED

Academy for Educational Development

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